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ABSTRACT

This document contains teaching guides for the two courses included in Wisconsin's Health Occupations Education Curriculum, which is designed to help students become informed consumers of health care services and to determine individual suitability for pursuing vocational commitment in the health services field. This curriculum is also designed to help prepare the students for entry into postsecondary education and training programs in health-related occupations and/or entry level employment in the health industry. The first course is a survey course which focuses on the identification of health career needs, health delivery systems, and health occupations. The second course is called the "capstone course" and provides for the acquisition of job-entry level skills in a health occupation at less than the level of licensure. The capstone course can be taught by simulated classroom instruction or by the cooperative education method, using community health care agencies. The format utilized by each course includes the following elements: goals, objectives, teacher preparation instructions, suggested student learning experiences, evaluation activities, references to prerequisite or advanced units, and resources. A large portion of this document contains appended materials, including suggested procedures for initiating and developing a vocational program, requirements of a cooperative vocational education program, and related forms. (BM)

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Health Occupations Education In Wisconsin's Secondary Schools

A Curriculum Guide

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CE 020 627

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PREFACE

Each year health occupations programs have been increasing in number in Wisconsin secondary schools since the first one was established at Union Grove in 1967. The impetus for these has come both from growing numbers of students who register an interest in the occupations associated with the health care delivery system and from communities who are seeking beginning level employees for the system. As more programs emerged, the requests for a suggested curriculum guide became more frequent.

In May, 1974, at the request of the Wisconsin Department of Public Instruction, the Center for Studies in Vocational Education at the University of Wisconsin-Madison conducted the Secondary Health Occupations Workshop known as SHOW. There were 43 participants including 15 teachers, health professionals, administrators, and 6 out-of-state consultants. As a result of that workshop, it was established that secondary health occupations programs in Wisconsin should be designed to help students a) explore careers in health, b) prepare for entry-level employment in health related fields, c) to prepare for entry in post-secondary level education in health related fields, and d) become informed consumers of health care services and resources.

During the summer of 1974 exemplary funds were granted to Angela Cyr, R.N., Shawano School District #8, to develop and expand a curriculum for Shawano and other rural areas of Wisconsin. This curriculum was pilot tested in ten schools in Wisconsin during the school year of 1974-75. Schools from urban areas were included in the pilot test group, so that adaptations could be considered for use in that setting.

A five day workshop for these 10 participating teachers was held in June, 1975, under the direction of Dr. Mary Elizabeth Milliken, University of Georgia. This enabled the group to further define the objectives and subobjectives of the secondary health occupations education curriculum for Wisconsin.

This material was pilot tested during the school year of 1975-76. Contributions of learning experiences, resources, evaluation devices, etc. were compiled as the group held a two day workshop in May, 1976, under the direction of Dr. N. L. Mac Caslin, The Ohio State University.

Further editing and assessment of materials has now resulted in the accompanying Resource Guide for Health Occupations Teachers in Wisconsin Secondary Schools.

Margaret W. Strauss

Margaret W. Strauss
Supervisor, Home Economics Education

A Statement of Beliefs About Health Occupations Education

The curriculum is built upon the belief that education is the corner stone of a democratic society. Young people are the most precious resource of a society, and the education they receive will determine their behavior as adults.

The needs of youth at the secondary level must be considered as they move in the direction of assuming young adulthood and their place in the world of work. All high school youth who have an interest in the area of health care are to be given the opportunity to survey the broad range of health career possibilities in grades 10-12. This survey course is to present a realistic appraisal of role requirements in the health care field including advantages and disadvantages, educational and personal qualifications for a given career and individual suitability for selected career choices.

After the survey phase, some students will identify job-entry level employment in health care fields as their career objective. They should be provided with realistic options and training relative to individual capabilities and attainment of skills required for entry-level employment upon graduation from high school. Throughout this program, it is strongly recommended that the secondary schools work cooperatively within their post-secondary districts to pursue the development of course content which will enable the student to apply for advanced standing in a post-secondary health occupations education program.

The teachers of health occupations education programs need to like young people in this age group. They are to be prepared to work effectively with them. Their teaching should reflect the philosophy that individuals learn in different ways, learn at different rates, and that learning occurs most readily when a possitive self-concept is supported through a series of successful experiences.

Through health occupations education, youth will be provided the opportunity to:

a) become informed regarding health needs and health care services
b) determine suitability for vocational involvement in health care occupations
c) acquire skills for job-entry level employment, and
d) provide health care agencies with competent workers.

Statement of Goals and Objectives

Goals:

The purpose of this curriculum is to provide the experience necessary to aid students living in rural and urban areas to become informed consumers of health care services and determine individual suitability for pursuing vocational commitment in the health services field. This program is also designed to help prepare the student for entry into post-secondary education and training programs in health related occupations and/or entry level employment in the health industry.

Objectives:

Provide the opportunity for students to explore health careers.

Provide the opportunity for students to determine individual desire and suitability to pursue future involvement in the health services field by exposure to factual, realistic information regarding various aspects of health occupations.

Provide the opportunity for students to acquire basic knowledge and skills applicable to post-secondary education and training programs in health related fields.

Help prepare students for entry level employment in the health industry.

Provide the opportunity for students to become informed consumers of health care.

Health Careers Survey Course

Health Careers Survey focuses on the identification of

a) health care needs,
b) health delivery systems, and
c) health occupations.

Utilization of both classroom and health care agencies provide opportunity for attainment of group and individual learning goals and objectives.

Capstone Course

In health occupations education, the "capstone course" is the course offered after the health careers survey course. The "capstone course" provides acquisition of job-entry level skills in a health occupation at less than the level of licensure.

Simulated classroom instruction or the cooperative method of education provide the opportunity to obtain job-entry level skills. If the simulated method of education is selected for the capstone course in health occupations education, all of the learning experiences can be attained in the classroom with as many relevant learning experiences as possible coordinated with health care facilities in the community. If the cooperative method of education is chosen, the emphasis is on the community providing the learning experiences and this curriculum provides guidelines for the required class related instruction. Appendix D identifies the procedures for approval and requirements of cooperative education programs.

FORMAT FOR HEALTH OCCUPATIONS EDUCATION CURRICULUM GUIDE

The organizational pattern which is used throughout this curriculum guide is identified in the sample format on the following page.

All of the headings with the exception of the Teacher Preparation Section and the Resource Section are student, not teacher oriented. It is the student who is to meet the goals and objectives identified for the course. The Evaluation Section identifies behaviors and activities which may be used to measure the success of the students in meeting the objectives. The Prerequisite Unit may be used as a means of identifying what the student needs to know prior to undertaking a particular goal. The Advanced Unit may be used as suggested activities for a student who will benefit from the challenge.

The curriculum is designed to facilitate the teacher's organization of the course and the student's progression in the course. However, most of the goals also can be used interchangeably. The class or an individual student may work in several goal areas at the same time. The curriculum was designed to move from the simple to more complex understandings, but the teacher and student retain the option to modify the sequence as written. Selected aspects of curriculum content may be deleted to accommodate time constraints specific to each school system.

The teacher, after review of the content to be included in Health Careers Survey and the Capstone Course must make a determination as to how much time can be given to a certain goal based on the amount of time available for the Health Occupations Education Program.

The format lends itself to:

a) groups or individualized instruction methodology,
b) modification to meet teacher preparation needs, and
c) additions of supplemental and updating materials.

FORMAT FOR HEALTH OCCUPATIONS EDUCATION CURRICULUM

Phase

Goal

Objectives

Teacher Preparation

Suggested Student Learning Experiences

Evaluation

Prerequisite Units (optional)

Advanced Units (optional)

Resources

Publications

Audio Visual Materials

Resource Persons

Health Careers Survey Course

HEALTH OCCUPATIONS EDUCATION PROGRAM

Student Goals for Survey of Health Careers

I. Examine career opportunities in the health field

II. Collect information and appraise the value of international, national, state, and local health agencies

III. Become aware of ethics and legal responsibilities related to health workers

IV. Relate common health problems to personal and family health

V. Obtain certification in Red Cross multimedia or standard first aid

VI. Use communications effectively

VII. Apply principles of human behavior to interpersonal relations

VIII. Make tentative decision regarding appropriateness of future vocational involvement in a health career

SURVEY OF HEALTH CAREERS

Goal I

Examine career opportunities in the health field.

Objectives

Upon completion of this goal the student will be able to:

1. identify a variety of health occupations.
2. react to new concepts in the delivery of health care.
3. identify a variety of health occupation job clusters including educational preparation, job skills involved, and work setting.

Teacher Preparation

1. Develop a calendar for scheduling of classroom and clinical events.
2. Develop a file system on health careers and job clusters including educational preparation, job skills involved, and work setting.
3. Schedule speakers, audio-visual materials, and group clinical observational experiences.
4. React to student evaluation activities (as identified under evaluation section).
5. Develop a pre- and post-test.
6. Contact the director of the area Health Planning Agency for materials on the Health Systems Plan and its annual implementation.

Suggested Student Learning Experiences

1. Attend all scheduled presentations and participate in classroom activities.
2. Participate in group observational experiences at health care facilities.
3. Visit post-secondary educational institutions offering health care related programs.
4. Review resources on health careers.
5. Obtain selected health career and job cluster information.
6. Study the manpower and health care facility planning projections in your area.

Evaluation

1. Compile a personal notebook on a variety of health occupations job clusters, including educational preparation, job skills involved, and work setting.
2. Take pre- and post-test as provided by instructor and compare results.

Resources

Publications

American Medical Association	"Horizons Unlimited" (Handbook describing rewarding careers)	
American Nurses Association	American Nurse (Official newspaper of the American Nurse Association)	
Channing L. Bete Co., Inc.	"The A, B, C's of Occupational Therapy"	25¢ a copy
	"The A, B, C's of Physical Therapy"	25¢ a copy
	"What Everyone Should Know About RN's"	25¢ a copy
	"Education and Employment Opportunities in the Health Occupations"	25¢ a copy
U. S. Government Printing Office	Health Careers Guide Book	$1.50
Wisconsin Health Careers Program	Career Fact Sheets	

Audio-Visual Materials

American Medical Association	Film "Horizons Unlimited"	FREE
	"Seven for Susie"	FREE
Counselor Films	"Is a Career in the Health Services For You"	
Eye Gate House, Inc.	"Hospital Job Opportunities" (H357) (Series of silmstrips)	

Resource Persons

Representatives of Wisconsin Health Systems Agencies

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

SURVEY OF HEALTH CAREERS

Goal II

Collect information and appraise the value of international, national, state, and local health agencies.

Objectives

Upon completion of this goal the student will be able to:

1. explain the scope, function, and financial support of major health agencies.
2. identify health occupations available within the major health agencies.
3. describe the value of selected agencies to the community.

Teacher Preparation

1. Arrange for guest speakers and audio-visual materials on major health agencies.
2. Obtain information on major health organizations including health occupations within each.
3. Develop a test on philosophy, purpose, and role of major health agencies.
4. React to student evaluation activities.

Suggested Student Learning Experiences

1. Explain the philosophy and purpose of major health agencies:
   a) WHO
   b) Public Health Services
   c) Wisconsin Department of Health and Social Services
   d) American Red Cross
   e) American Cancer Society
   f) Muscular Dystrophy Foundation
   g) Heart Foundation
   h) Other
2. Describe the role of major health agencies relative to the following functions:
   a) research
   b) prevention
   c) assistance provided
   d) public information and education
3. Describe the financial support of major health agencies.
4. Choose two health agencies and describe their effects on your community.
5. List health occupations available within the above selected agencies.

Evaluation

1. Take a test as provided by instructor.

2. Identify on a map of your community the location of all health agencies.

3. Prepare a chart on the financial support for major health organizations.

4. Compile a folder on major health agencies, their functions, and occupations available within them.

Resources

Publications

Wisconsin Heart Association- - - - - - Free publications

Health Care Facilities - - - - - - - - - Annual Reports of the facilities

Audio-Visual Materials

Wisconsin Heart Association

Easter Seals Society of Wisconsin

Wisconsin Division of Health

Resource Persons

Wisconsin Health Service Agencies representatives

Area-wide Comprehensive Health Planning Agencies (Obtain names of representatives in your district by writing to the Health Policy Council, One West Wilson, Room 499, Madison, WI 53702)

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

Goal III

Become aware of ethics and legal responsibilities related to health workers.

Objectives

Upon completion of this goal the student will be able to:

1. identify common legal responsibilities applicable to most health workers.
2. determine the need for ethical behavior of workers in the health field.

Teacher Preparation

1. Obtain "Patient's Bill of Rights" from local hospital.
2. Acquire and distribute pertinent materials.
3. Arrange and schedule presentations by resource people.
4. Develop guidelines for student interviewing techniques.
5. Design and react to student evaluation activities.

Suggested Student Learning Experiences

1. Identify and discuss ethics as it relates to health care personnel and agencies.
2. Read and discuss "Patient's Bill of Rights."
3. React to presentations on legal aspects of health care services.
4. Interview lawyer and/or Medical Records Librarian.
5. View filmstrips "Ethics and the Hospital."
6. Obtain material relating to ethics from selected professional organizations.

Evaluation

1. List and describe ethics and legal aspects specific to the health field.
2. Discuss the need for ethical behavior of workers in the health field.
3. Develop a code of ethics for a student in health careers.

Prerequisites

1. Techniques in research acquired from general education.

Advanced Units

1. Capstone Goal VII

Resources

Publications

Patient's Bill of Rights

Nightingale Pledge

Hippocratic Oath

Codes of ethics from other health occupations

Medical Press- - - - - - - - - - - - - The Regan Report on Nursing Law

Division of Nurses - - - - - - - - - - - The Interpreter
(May also be obtained from the Director of Nursing in any health care facility)

Audio-Visual Materials

Train Aid- - - - - - - - - - - - - - - - "Ethics and the Hospital" (filmstrip)

Teach Em - - - - - - - - - - - - - - - - "What Nurses Should Know About Their Legal Rights and Liabilities" (10 tapes)

Resource Persons

Director of Nursing

Hospital Administrator

Medical Records Administrator

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

SURVEY OF HEALTH CAREERS

Goal IV

Relate common health problems to personal and family health.

Objectives

Upon completion of this goal the student will be able to:

1. identify a variety of common communicable diseases, their symptoms, effect on the body, and implications for family members and society.
2. assess the effects of drug use and abuse on the body, family members and society.
3. determine the impact of cancer, heart disease, and stroke on the individual, family, and society.
4. investigate the effect that deviation from mental health has on the individual, family, and society.

Teacher Preparation

1. Compile a file of resource speakers and material.
2. Schedule guest speakers and audio-visual materials.
3. Subscribe to "Family Health".
4. Develop a quiz on diseases affecting the individual, family, and society.
5. React to student evaluation activities.

Suggested Student Learning Experiences

1. Participate in all classroom activities as scheduled by instructor.
2. Interview a resource person from a local agency involved in personal and family health problems.
3. Develop a family tree identifying disease patterns.
4. Compile an individual health record of childhood diseases and immunizations.
5. Evaluate family's health insurance plan.

Evaluation

1. Take a quiz as provided by instructor.
2. Present oral report of interview to class.
3. Submit and discuss orally or in writing disease patterns identified on individual family tree.

Resources

Publications

American Medical Association - - - - - - Family Health

National Association for Mental Health - - - - - - - - Free materials

Prentice Hall, Inc.- - - - - - - - - - - Making Health Decisions

Audio-Visual Materials

McGraw Hill Book Co., Inc. - - - - - - - "The Wild Cell" (Film - Cancer)

Sunburst Communications- - - - - - - - "Living With Dying" (Death filmstrip)

Westinghouse Learning Press- - - - - - "Life On The Rocks" (Alcohol Abuse)

Wisconsin Division of Health - - - - - "Where It Hurts"

"¼ Million Teenagers" (Veneral disease)

University of Wisconsin-LaCrosse - - - "Dead is Dead" (Film on drug abuse)

Resource Persons

Local Law Enforcement Agency

Local Public Health Department

County Cancer Society (local chapter)

Wisconsin Heart Association (local office)

Local Mental Health Association

Insurance Companies

Hospital's Dietary Department

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

SURVEY OF HEALTH CAREERS

Goal V

Obtain certification in Red Cross Multimedia or standard first aid.

Objective

Upon completion of this goal the student will:

1. become certified in Red Cross multimedia or standard first aid.

Teacher Preparation

1. Schedule first aid course with local American Red Cross representative.
2. Provide materials and books if necessary.
3. If feasible, provide on-going practice sessions to improve first aid skills.

Suggested Student Learning Experiences

1. Attend scheduled course in multimedia or standard first aid as presented by a certified American Red Cross instructor.
2. Participate in scheduled practice sessions arranged by course instructor.

Evaluation

1. Pass written and practical competency test as identified by the American Red Cross.
2. Demonstrate proficiency in first aid skills to satisfaction of course instructor (if scheduled).

Prerequisites

1. Thirteen years old or have completed seventh grade.

Advanced Units

1. Advanced First Aid - American Red Cross
2. Cardio-Pulmonary Resuscitation (CPR) - Wisconsin Heart Association

Resources

Local Red Cross

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

SURVEY OF HEALTH CAREERS

Goal VI

Use communications effectively.

Objectives

Upon completion of this goal the student will be able to:

1. determine the skills necessary for effective communication.
2. demonstrate techniques necessary for effective verbal and non-verbal communication.
3. identify word parts and selected common terms specific to basic medical terminology.

Teacher Preparation

1. Schedule and present trainer filmstrip series and teletrainer.
2. Prepare and present materials pertaining to medical terminology.
3. Develop examination in medical terminology.
4. React to evaluation activities.

Suggested Student Learning Experiences

1. Identify and discuss skills necessary for effective communication.
2. Define and illustrate verbal and non-verbal behavior.
3. Verbally interpret selected examples of non-verbal behavior.
4. View Trainer series of filmstrips, "Effective Communication for Health Personnel," and complete program exercises.
5. Participate in scheduled activities using teletrainer.
6. Review resource material relating to medical terminology and demonstrate proper usage of common word parts and terms.

Evaluation

1. List and illustrate skills necessary for effective communication.
2. Pass written medical terminology examination.

Prerequisite

1. Ninth grade reading and spelling skills.

Resources

Publications

Delmar Publishing Co.- - - - - - - - - - - <u>Understanding Human Behavior</u> - Mary Elizabeth Milliken

Local Health Care Facilities - - - - - - Medical Professional Magazines

Train Aid- - - - - - - - - - - - - - - - - <u>Medical Terminology and Abbreviations</u>

Audio-Visual Materials

Train Aid- - - - - - - - - - - - - - - - - "Communicating Face to Face" (filmstrip)

Trainx Corporation - - - - - - - - - - - A series of filmstrips and audio cassettes on Effective Communication for Health Skills

Resource Persons

Local Telephone Co.

J. C. Penney's Educational Materials (local store has information)

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

SURVEY OF HEALTH CAREERS

Goal VII

Apply principles of human behavior to interpersonal relations.

Objectives

Upon completion of this goal the student will be able to:

1. identify primary needs of people and recognize manifestations of needs not met.
2. define values and recognize behavior as an outgrowth of a person's value system.
3. determine how constructive use of emotions can be accomplished.
4. implement concepts of behavior in role-playing situations.
5. identify personal behavioral patterns.

Teacher Preparation

1. Develop activities which will lead to student involvement in exploration of value systems.
2. React to student evaluation activities.
3. Purchase Parker game "LIFE"; UNGAME "Tell It Like It Is".

Suggested Student Learning Experiences

1. Identify influences affecting human behavior.
2. List basic human needs and discuss effects of deprivation.
3. Identify personal values and rank in order of individual importance.
4. Identify techniques which result in constructive use of emotions.
5. Identify personal positive and negative behavior patterns.
6. Participate in games; "LIFE", "Tell It Like It Is", etc.
7. Participate in role-playing situations.

Evaluation

1. Formulate a plan for modifying one negative personal behavior.
2. Participate in class experiment regarding voluntary individual deprivation of "need".
3. Develop a crossword puzzle on values and behaviors.
4. Discuss your career choice in relation to your personal set of values.

Advanced Units

1. Capstone Goal VI

Resources

Publications

Bobbs-Merrill Company, Inc.- - - - - -	Life Careers	
Delmar Publishing Co.- - - - - - - - -	Understanding Human Behavior - Mary Elizabeth Milliken	
	Emotional Adjustment to Illness - Karen A. Noonan	$3.75
Grove Press, Inc.- - - - - - - - - - -	The Games People Play	

Audio-Visual Materials

Argus Communications - - - - - - - - -	"Why Am I Afraid to Tell You Who I Am? (2 filmstrips/cassettes)
Personal Development Associates- - - -	The Positive Mind
Sunburst Communications- - - - - - - -	Personality: "Roles You Play" (2 filmstrips/ cassettes)

Resource Persons

Guidance Counselor

Social Worker

School Psychologist

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

SURVEY OF HEALTH CAREERS

Goal VIII

Make tentative decision regarding appropriateness of future vocational involvement in a health career.

Objectives

Upon completion of this goal the student will be able to:

1. determine health occupations job clusters for tentative vocational involvement.
2. identify levels of educational preparation required for each cluster.
3. appraise personal qualifications for successful vocational involvement in identified health occupations.
4. justify tentative career choice(s).

Teacher Preparation

1. Obtain materials required for suggested learning experiences.
2. Provide instructional materials on problem-solving techniques and decision making process.
3. React to student evaluation activities.
4. Schedule individual career counseling sessions as needed.

Suggested Student Learning Experiences

1. Review information relating to job clusters, educational preparation, job skills, and work setting.
2. Select several clusters you wish to explore and list physical, personal, and psychological characteristics required of each.
3. Realistically assess your individual physical, personality, and psychological strengths and weaknesses.
4. Compare individual characteristics with job cluster requirements.
5. Identify occupations in which you are compatible, ranking them in order of individual interest.
6. List alternative career areas compatible with identified strengths.

Evaluation

1. Document the process of realistically determining compatibility with selected health occupations clusters.
2. Justify your choices.
3. Rank, in order of interest, health occupations clusters considered for tentative future vocational involvement.

Prerequisites

1. Health Careers Survey Course Goal I
2. General career education, if available.

Advanced Units

1. Capstone Goal I

Resources

Publications

Guidance and Counseling- Department of School	Kuger Post Personality Inventory, Ohio Vocational Interest Survey
Delmar Publishers-	Understanding Human Behavior - Mary Elizabeth Milliken
Department of Labor, Industry, and Human Relations	State Job Service Comprehensive Vocational Education
Channing L. Bete	"How to Understand Yourself and Others" (Pamphlet)
	"Your Attitude and You" (Pamphlet)
School Library	Directory of Occupational Titles
American Medical Association	Pamphlet on health occupations

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

Capstone Course

HEALTH OCCUPATIONS EDUCATION PROGRAM

Capstone - Simulation or Cooperative Education

I. Reassess goals for career development in health occupations

II. Study body structure and function

III. Learn basic medical terminology

IV. Identify and apply principles of medical asepsis

V. Identify and implement appropriate procedures for gaining and terminating employment

VI. Integrate principles of human behavior and communication skills in actual or simulated occupational setting

VII. Identify and implement ethics and policies applicable to actual or simulated occupational setting

VIII. Competently perform functions specified in job description or training plan

IX. Demonstrate competency in dealing with emergencies relating to actual or simulated occupational setting

CAPSTONE

Goal I

Reassess goals for career development in health occupations

Objectives

Upon completion of this goal the student will be able to:

1. make a realistic career choice in a health occupation.
2. assess personal qualifications relative to success in that health occupation.
3. state the anticipated vocational level desired in identified career choice.
4. identify alternative health occupations.
5. set realistic objectives for achieving career goals.
6. develop a plan for goal achievement.

Teacher Preparation

1. Obtain resources as identified in resource section.
2. Provide career counseling as needed.

Suggested Student Learning Experiences

1. Review health career manuals.
2. Review evaluations from Health Careers Survey Course Unit VIII.
3. Review goals for career development.
4. Develop short range plans to meet career goals.
5. Anticipate long range implications of career goals.
6. List alternative occupations compatible with career goals.

Evaluation

1. Select one or more realistic careers in health occupations.
2. Identify vocational level of preparation for the career(s) selected.
3. Present orally or in writing the scope of entry-level skills, technical skills, and professional skills required in the selected health occupation(s).
4. Submit a plan to implement preparation for achieving career goal(s).

Prerequisite

1. Health Careers Survey Course Goal VIII

Resources

Publications

Delmar Publishers, Inc.- - - - - - - - - Understanding Human Behavior - Mary Elizabeth Milliken

Ferguson Publication Co. - - - - - - - - Health Technician

University of Minnesota- - - - - - - - Minnesota Health Training Programs

VTAE Districts - - - - - - - - - - - - - VTAE Bulletins

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

CAPSTONE

Goal II

Study body structure and function.

Objectives

Upon completion of this goal the student will be able to:

1. identify basic body structure and function.
2. measure temperature, pulse, respiration, and blood pressure.

Teacher Preparation

1. Obtain skeletal model, a skeletal chart, organ transparencies, and films specific to body systems (cells, tissues, organs, skin, skeletal, muscular, circulatory, respiratory, digestive, excretory, reproductive, endocrine, and nervous).
2. Obtain textbooks as identified in resource section.
3. Make arrangements to study microscopic slides of body tissue.
4. Obtain equipment for taking vital signs.
5. React to student evaluation activities.

Suggested Student Learning Experiences

1. Observe a surgical operation at the veterinarian's office.
2. Participate in the dissection of a fetal pig.
3. Study models of each body organ; identify their functions.
4. Use microscope to study structure of body cells and tissues.
5. Measure temperature, pulse, respiration, and blood pressure.

Evaluation

1. Complete unit tests on body structure and function.
2. Orally identify components of each body system on models or charts.
3. Demonstrate accuracy in measuring temperature, pulse, respiration, and blood pressure.

Prerequisites

1. Biology

Resources

Publications

J. B. Lippincott Company	The Human Body in Health and Disease - Memmles & Rada	
Readers Digest	"I Am Joe's..."	
U. S. Department of Health, Education, and Welfare	Morbidity and Mortality Weekly Report	Sent free to one licensed in a health occupation

Audio-Visual Aids

Beltone Electronic's Corp.	Have a lecture, film, and hearing test available from Beltone Hearing Aid Co.
Coronet Films	Films for each body system

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

CAPSTONE

Goal III

Learn basic medical terminology.

Objectives

Upon completion of this goal the student will be able to:

1. pronounce, spell, and define basic medical terms and abbreviation.
2. correctly use medical terminology in relation to body systems.
3. use basic medical terminology in simulated or actual health occupation setting.

Teacher Preparation

1. Obtain a basic medical terminology text and resource materials.
2. Prepare a test on medical terminology.
3. Arrange for necessary resource people.
4. React to student evaluation.

Suggested Student Learning Experiences

1. Memorize selected medical abbreviations and their definitions.
2. Utilize a medical dictionary in spelling and defining medical terms and abbreviations.
3. Demonstrate through role playing proper use and pronounciation of medical terminology.
4. Define and illustrate prefix, root, and suffix of a medical term.
5. Write short plays incorporating medical terminology.
6. Design a cross word puzzle incorporating medical terminology.

Evaluation

1. Complete a test on medical terminology and abbreviations.
2. Submit short plays and crossword puzzles on medical terminology.
3. Orally demonstrate ability to pronounce medical terminology.

Resources

Publications

F. A. Davis Company- - - - - - - - - - - Taber Medical Dictionary

Train Aid- - - - - - - - - - - - - - - - Medical Terminology and Abbreviations

Audio-Visual Materials

Career Aids, Inc.- - - - - - - - - - - - Basic Medical Terminology

Resource Person

Vocational-Technical District
Helen Woods, R.N.
Western Wisconsin Technical Institute

Crossword Puzzles on usage of medical terminology

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

CAPSTONE

Goal IV

Identify and apply principles of medical asepsis.

Objectives

At the completion of this goal the student will be able to:

1. define medical asepsis.
2. differentiate between helpful and harmful bacteria and their modes of transmission.
3. demonstrate an application of medical asepsis.
4. differentiate between medical and surgical asepsis.

Teacher Preparation

1. Secure resource materials.
2. Secure equipment for demonstrations.
3. Arrange for clinical observation tour of Central Supply.
4. Review microbiology text.
5. React to student evaluation.

Suggested Student Learning Experiences

1. View and discuss audio-visual material on medical asepsis.
2. List harmful and helpful bacteria and their mode of transmission.
3. Demonstrate proper hand washing technique.
4. Culture bacteria from various parts of the body.
5. Examine bacteria under microscope.
6. Visit Central Supply to observe application of medical and surgical asepsis.
7. Demonstrate proper gowning technique for isolation.

Evaluation

1. Present a demonstration on proper hand washing technique.
2. Present, orally or in writing, the difference between medical and surgical asepsis.
3. Submit a list of harmful and helpful bacteria and their mode of transmission.

Prerequisites

1. Health Careers Survey Course Unit

Advanced Unit

1. Capstone Goal VIII

Resources

Publications

Delmar Publishers, Inc.- - - - - - - - - Health Assistant - E. Caldwell and R. Heger

Audio-Visual Aids

Wexler - - - - - - - - - - - - - - - - - Hospital Sepsis

Train Aid- - - - - - - - - - - - - - - - Basic Medical Asepsis

Resource Persons

Hospital bacteriologist

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

CAPSTONE

Goal V

Identify and implement appropriate procedures for gaining and terminating employment.

Objectives

Upon completion of this goal the student will be able to:

1. write a personal data sheet or resume.
2. identify process of obtaining and terminating employment.
3. compile a cumulative folder.

Teacher Preparation

1. Acquire materials identified in resource section.
2. Provide guidelines for compiling a cumulative folder.
3. Provide resource personnel as needed.
4. React to student evaluation activities.

Suggested Student Learning Experiences

1. Compile a cumulative folder.
2. Write a personal data sheet or resume.
3. Fill out a job application.
4. Simulate the process of applying for a job in classroom setting.
5. Discuss appropriate methods of terminating employment.
6. Write a letter of resignation.

Evaluation

1. Simulate applying for occupational experience with personnel director in classroom setting.
2. Present orally or in writing the procedure for appropriately obtaining and terminating employment.
3. Submit cumulative folder.

Prerequisite

1. Health Careers Survey Course Unit

Resources

Publications

Sample birth certificate

Sample social security card

Sample school transcript

Sample personal references

Sample employment application forms

W-2 forms

Sample of a personal data sheet or resume

Application forms from a post-secondary educational institution

Samples of letters of resignation

Audio Visual Materials

See audio-visual section of bibliography

Resource Persons

Personnel Director

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

CAPSTONE

Goal VI

Integrate principles of human behavior and communication skills in actual or simulated occupational setting.

Objectives

Upon completion of this goal the student will be able to:

1. establish a positive relationship with supervisors and co-workers.
2. identify patient behavior.
3. recognize coping mechanisms of self and others.
4. identify communication skills necessary to occupational setting.
5. demonstrate effective communication in actual or simulated occupational setting.

Teacher Preparation

1. Provide resources as listed in resource section.
2. Provide resource personnel as needed.
3. Prepare guidelines for writing a journal.
4. React to student evaluation activities.

Suggested Student Learning Experiences

1. Keep an ongoing journal of clinical or simulated experiences as related to human behavior interaction, communication skills, and coping mechanisms.
2. Initiate communication with supervisors, co-workers, and patients.
3. Listen, interpret, and carry out directions.
4. In class, evaluate incidents occurring during simulated or actual occupational experience and discuss proper emotional responses.
5. Determine proper lines of authority inherent in a variety of health occupational settings.
6. Demonstrate proper lines of authority applicable to your simulated or occupational setting.

Evaluation

1. Submit journal.
2. Cite examples from journal entries of behavior and communication interaction.
3. Evaluate your behavior in one situation.

Prerequisite

1. Health Careers Survey Course Unit

Advanced units

1. Capstone Goal VIII

Resources

Publications

Delmar Publishers, Inc.- - - - - - - - -	Understanding Human Behavior - Mary Elizabeth Milliken
Harper, Row Publishers - - - - - - - - -	I'm OK---You're OK - Thomas A. Harris, M.D.
Holt, Rinehart, and Winston, Inc.- - -	Encounters With the Self - Don E. Hamachek
Madison Church Supply- - - - - - - - -	Living With Myself - and Others - Dennis Siebert (short animated booklet)

Audio-Visual Aids

Au-Vid - - - - - - - - - - - - - - - - -	VIPS (Very Important Patients Speak)
Sunburst Communications- - - - - - - -	"Rites of Passage"
	People Skills Filmstrip
Train Aid- - - - - - - - - - - - - - - -	Communication Between Patient and Staff

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

CAPSTONE

Goal VII

Identify and implement ethics and policies applicable to actual or simulated occupational setting

Objectives

Upon completion of this goal the student will be able to:

1. understand ethical behavior as applied to the health field.
2. understand the need for a policy manual in a health care facility.
3. analyze personal ethics relative to occupational setting.

Teacher Preparation

1. Acquire resources identified in resource section.
2. Secure policy manuals from several health care facilities.
3. React to student evaluation activities.

Suggested Student Learning Experiences

1. Review filmstrip/cassette program, "Ethics for Nursing Assistant".
2. Define medical ethics.
3. Cite examples which illustrate both ethical and nonethical behavior from actual or simulated occupational setting.
4. Assess personal behavior as it relates to medical ethics.
5. Examine policy manual(s) from selected health care facilities.

Evaluation

1. Describe orally or in writing a personal experience which involved ethical behavior.
2. Choose one policy from a manual and evaluate its implementation.

Prerequisite

1. Health Careers Survey Course Unit

Advanced units

1. Capstone Goal VIII
2. Capstone Goal IX

Resources

Publications

University of California, Los Angeles	Teachers Manual, Secondary Schools Pilot/Demonstration Project Section on "The Health Worker and the Law", pp. 496-508 Section on "Ethics in the Healing Arts", pp. 509-528	$15.00
Health Care Facilities	Policy and Procedure Manual	

Audio-Visual Materials

Train Aid - - - - - - - - - - - - - - - - Ethics and Nurses Aid

Resource Persons

Health care facility personnel

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIAL

CAPSTONE

Goal VIII

Competently perform functions specified in job description or training plan.

Objectives

Upon completion of this goal the student will be able to:

1. identify basic skills and tasks applicable to several selected entry-level health care occupations.
2. identify basic skills and tasks applicable to career choice.
3. demonstrate acceptable performance of identified basic tasks and skills.
4. determine the parameter within which you may legally function in your chosen occupation.

Teacher Preparation

1. Acquire resources as identified in resource section.
2. Schedule visits to occupational settings or provide simulations.
3. Secure necessary resource people.

Suggested Student Learning Experiences

1. List basic skills and tasks applicable to selected entry level occupations.
2. Learn basic skills and tasks applicable to your selected entry level occupation.
3. Demonstrate skills in simulated or actual occupational setting.
4. Review policy manuals, job descriptions, statutes and administrative codes to determine legal parameters of your career choice.

Evaluation

1. Demonstrate acceptable performance of basic tasks and skills applicable to job-entry level position identified in simulated or actual occupational setting.
2. Confer with teacher-coordinator or training sponsor.

Prerequisite

1. Health Careers Survey Course Unit
2. Capstone Goal II
3. Capstone Goal IV

Resources

Publications

American Technical Society	Cluster Concept in Vocational Education - Donald Maley	$6.50
Minnesota Association of Distributive Education, State Supervisor	Training Plans	75¢
Instructional Materials Center The University of Texas, Austin	Health Occupations Student Manuals (Send for their catalogs) *Clinical Laboratory Assistant* *Dental Assistant* *Medical Office Assistant* *Mortician* *Nurse's Aide* *Veterinary Assistant*	
Wis. Dept. of Health and Social Services	Wisconsin Administrative Codes H-24 Nursing Homes H-32 General and Special Hospitals	

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

CAPSTONE

Goal IX

Demonstrate competency in dealing with emergencies relating to simulated or actual occupational setting.

Objectives

Upon completion of this goal the student will be able to:

1. describe one health care facility's policy in responding to an emergency.
2. identify safety principles and apply them in simulated or actual occupational setting.
3. identify Occupational Safety and Health Administration (OSHA) requirements.

Teacher Preparation

1. Arrange for First Aid and CPR training for those students who have not already successfully completed the courses.
2. Obtain resource materials on safety practices and OSHA requirements.
3. Arrange for resource people.

Suggested Student Learning Experiences

1. Select an emergency situation and role play a response.
2. Report to class on potential safety hazards in occupational setting.
3. Report on personal response to an emergency situation.
4. Use safety equipment as provided in class.
5. Identify in writing where safety equipment is located in simulated or actual occupational setting.
6. Discuss a disaster management plan for home or occupational setting.
7. Read and discuss safety practices and OSHA requirements.

Evaluation

1. Report verbally or in writing on disaster management plan.
2. Respond appropriately in a simulated emergency situation.
3. Submit first aid certificate, CPR certificate.
4. Participate in class discussion of OSHA requirements.

Prerequisite

1. Health Careers Survey Course Unit

Resources

Publications

Occupational Safety and Health Administration	Safe Work Practice Series #2200 #2000
Wisconsin Heart Association	Basic Cardio-Pulmonary Resuscitation Course
Wisconsin Department of Labor, Industry, and Human Relations	Request state laws and administrative codes pertaining to occupational safety
Wisconsin Department of Health and Social Services	Wisconsin Administrative Codes H-24 Nursing Homes H-32 General and Special Hospitals

Resource Persons

Rescue personnel

VTAE Emergency Medical Trainers

Fire Department personnel

Red Cross personnel

CHECK BIBLIOGRAPHY FOR ADDITIONAL RESOURCE MATERIALS

APPENDIX

A. *Suggested Procedures in the Initiation and Development of a Vocational Education Program* 49

B. *Observation/Volunteer/Training Agreement* 51

C. *Bus and/or Permission Form* 52

D. *How Do We Develop a Training Plan?* 53

E. *Requirements of Cooperative Vocational Education Programs* 55

F. *Student Evaluation Report* 58

G. *Student Appraisal of Teaching* 60

H. *Student Health Career Evaluation* 61

I. *Wisconsin Health Systems Agencies and Areawide Comprehensive Health Planning Agencies as of May 1976* 62

SUGGESTED PROCEDURES IN THE INITIATION AND DEVELOPMENT OF A VOCATIONAL EDUCATION PROGRAM [1]

The following activities are among those that are conducted by schools which initiate and develop vocational education programs. The activities identified below are generally sequential; but, depending upon the circumstance in a given school or school district, some rearrangement of the sequence might be desirable. The following are presented as general guidelines for program development:

1. A commitment to vocational education expressed by the local board of education, the superintendent, and the high school principal.

   A. Preliminary discussions might be held between administrators, school personnel, and the Department of Public Instruction representatives.
   B. Discussions might be held locally with citizen advisory committees, employers, teachers, and others interested in and concerned with vocational education.

2. The appointment of a qualified Local Vocational Education Coordinator (LVEC) with adequate time provided for the LVEC to engage in the necessary leadership, coordinative, and administrative duties.

3. The appointment of a general advisory or steering committee, representing a cross-section of the employing community to give over-all assistance.

4. The development of a local, long-range plan for vocational education following the guidelines identified in this handbook.

   A. The development of a local, long-range plan will provide many kinds of useful data relative to further program development especially in the following areas:

      (1) Manpower needs analysis.
      (2) Inventory of present program status.
      (3) Inventory of all qualifications of present staff members.

   B. The guidance and counseling program, with respect to career development and occupational information which is basic to program success is also analyzed in this activity.
   C. Projections of future program needs will be included as part of the local, long-range plan and will help to form the basis for future program planning and development.

5. An analysis of students' interests and needs in terms of occupational training; this must be more than just a "survey" and should involve students in meaningful activities which help them to identify abilities, interests, and desires for vocational education and career development programs.

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1. LVEC Handbook, August 1970, Wis. Dept. of Public Instruction, pp. 1-17, 1-18

6. Analysis of present curriculum in terms of prevocational and potential capstone courses; this analysis should be done by teaching staff, advisory committee, and other appropriate persons.

7. The appointment of advisory committees in occupational areas to consult with teachers and local administrators in the structure of curricula, the formulation of course outlines, the acquisition of equipment, the identification of training needs, etc.

8. The preparation of the vocational education staff for teaching capstone courses; this could include having teachers enroll in courses required for certification or for handling the co-operative education method in approved programs.

9. The development of curricula which will meet the objectives established for the vocational education program; this will include the selection of appropriate instructional methods and the designation of the amount of time required for the class-room phase of the program.

10. Enrollment of students in capstone courses based on identified and recorded career objectives or in prevocational (sequence) courses.

11. The initial placement of students on jobs or in post-high school advanced vocational or technical program based on career objectives and performance in capstone courses; this placement activity can be conducted in a number of ways with teachers, counselors, LVEC's and state employment personnel working together.

12. Follow-up studies of students who graduate from capstone courses should be conducted each year; the follow-up should be conducted by guidance counselors, LVEC's and teachers with the results of the follow-up being used by all concerned parties.

13. Analysis of on-the-job performance based on the follow-up studies conducted each year and upon three or five-year studies conducted on a sample basis; advisory committees, employers, LVEC's, counselors, and teachers should be involved in this analysis.

14. Review and revision of curriculum and instructional methods based upon the anaylsis of follow-ups and reports of job performance along with advisory recommendations.

15. Continuous survey of manpower needs, student interest, and performance of graduates with curriculum revision as an on-going process; this established activity will help to make vocational education a realistic and effective program that is desired by all concerned. Vocational education and general consultants of the Department of Public Instruction staff are available upon request to assist local district personnel in any of the above activities.

HEALTH OCCUPATIONS EDUCATION PROGRAM

Observation/Volunteer/Training Agreement

Student _____ Agency _____

The student will be at *(selected cooperating health care agency)* on *(days)* from *(hours)*.

THE STUDENT WILL:

1. Report promptly and engage in his assignment according to the schedule.
2. Cooperate with the supervisor, engage in the assignment as a learning experience, and keep safety rules.
3. Notify the school and institution in advance when absence is unavoidable.
4. Maintain satisfactory grades in all subjects in order to remain eligible for the program.
5. Remain with the institution for the entire scheduled period.
6. Abide by the rules and regulations of the institution.
7. Keep all information of the institution confidential.
8. Refrain from reporting to his station on any day that he is absent from school and is not excused for the time preceeding and proceeding the observation and/or volunteer assignment.

THE COOPERATING INSTITUTION WILL:

1. Provide varied experiences which will contribute to the career objective of the student.
2. Provide a supervisor for the student.
3. Provide an evaluation of the student's performance and attitude to the teacher.

THE PARENT OR GUARDIAN WILL:

1. Be responsible for the conduct of the student while participating in the program.
2. Be responsible for the method of transportation and for the student in delivery to and from his place of employment.

THE COORDINATOR WILL:

1. Visit and assist the cooperating institution with problems pertaining to the student.
2. Confer with the supervisor in evaluating the student.
3. Make every attempt to solve problems that may arise from the institution, school, parent, and student.

Student's Signature	*Date*
Parent's Signature	*Date*
Coordinator's Signature	*Date*
Coordinating Institution	*Date*

BUS AND/OR PERMISSION FORM

_____
Date

The parents of _____, hereby give their
Student's name

permission for this student to go to _____ with
site

the _____ group, on _____
subject group *date*

on a school bus, chaperoned by _____.
Chaperon

(Itinerary is attached)

_____
Student Signature

_____
Parental Signature

HOW DO WE DEVELOP A TRAINING PLAN?

A. Analyze The Occupation

Step 1) Describe the Occupation - (D.O.T. etc.)

Step 2) Describe the Student's Job at his Place of Employment
- a. In what ways is it like the description in step 1?
- b. In what ways does it differ from the description in step 1?

Step 3) Analyze the Occupation by Listing its Major Tasks
- a. Which of these tasks can be learned at the student's place of employment?
- b. Which of these tasks can be learned in the school classroom?
- c. Which of these tasks cannot be learned at either the place of employment or the school classroom?

Step 4) Detail the Occupational Task List By Ranking Each Task According To The Following Criteria:
- a. Tasks most important to the occupation
- b. Tasks done most frequently in the occupation
- c. Learning difficulty of each task (easy to hard)

B. Analyze The Student

Step 1) Identify General Characteristics
- a. Occupational interests, values, attitudes, aptitudes, etc.
- b. Academic achievement
- c. Work experience

Step 2) Determine Student's Special Needs
- a. Individual differences
- b. Learning limitations

C. Make The Training Plan!

Step 1) Employer, Student, and Coordinator determine training needs, priorities, and where the training will be given (classroom, on the job, or both) according to the checklist tasks from the occupational analysis. (Involve students to increase learning and lessen work load. If you use previously developed plans, be sure to modify in light of unique characteristics of student and training station.

Step 2) Student develops performance objectives based on his training needs and is evaluated periodically by them.

Step 3) Coordinator develops classroom curriculum around those tasks to be learned in class

a. He determines what tasks can be taught in large groups, small groups, and individually by classifying the tasks into the following areas:
   1. needed by all workers
   2. needed in an occupational area only
   3. needed in the occupation only
   4. needed at his place of employment only

b. For easier instruction the coordinator further subdivides his tasks to be taught in the classroom into:
   1. specific job tasks - those needed by the worker to perform or make a unit of work
   2. occupational adjustment tasks - those tasks needed by the worker to learn and grow on the job
   3. career development tasks - those tasks needed by the worker to know and develop his self-concept in relationship to his work

Step 4) The coordinator plans his sequence of classroom instruction to coincide with the student's job performance goals and to the priority ranking of each task's importance to the occupation

Step 5) The coordinator schedules his coordination calls around the training plan's content

9.2 Requirements of Cooperative Vocational Education Programs [1]

All cooperative vocational education programs with the objective of entry level occupations and/or training program will meet the following standards:

(1) Students must be employable and be tested, counseled and selected for the program and placed with employers for on-the-job training in accordance with their abilities, aptitudes, attitudes, and career objectives.

(2) Programs must be intensive to the extent that all of the occupational competencies are produced for entry level jobs as well as promotability.

(3) Students must be in related classes which provide the following:

(a) Instruction generally related to the World of Work which includes development of attitudes, work values, human relations and career development.

(b) Instruction including the knowledge and skills directly related to the occupation(s) toward which the student and the class are directed.

(4) Students in the related classes are assigned to organized, on-the-job training for which they receive school credit. Classes alternate with on-the-job training on a half-day, daily, or similar basis.

(5) A state and nationally affiliated student group should be one of the instructional methods used.

(6) A written training plan which assures the student-trainee a variety of meaningful learning experiences on the job and a complete cycle of the work week and seasons necessary to gain a full understanding of the occupation(s) and the business or industry involved.

(7) There must be a written agreement between the school, employer, parent, and student trainee to assure an understanding of the program and its objectives by all parties involved.

(8) The student trainee must work enough hours per week to experience the complete cycle of the work week. He workes the number of weeks it takes to learn the occupation(s) and to gain an understanding of the complete activities of business or industry.

(9) The student's health and study time is protected. A five-day week of class time and on-the-job training does not exceed 40 hours, or six-day week of class time and on-the-job training does not exceed 48 hours.

(10) The program produces occupational competencies for the stated occupations toward which the program is aimed.

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1. State Plan For Vocational Education in Wisconsin, 1977-81, Wisconsin Board of Vocational, Technical and Adult Education

(11) Enrollment in a cooperative education class will be limited by the need to provide individual instruction and counseling, and the number of training stations available.

(12) The program, in school and on the job, is under the supervision of a coordinating teacher trained in coordination techniques and licensed to teach in the occupation(s) toward which the program is aimed.

(13) The coordinating teacher must be assigned sufficient time to supervise, counsel and coordinate the co-op students in all facets of the program (½ to 1 hour per week per student for the duration of the program plus some time between programs for setting up training stations, etc.).

(14) Federal, state and local employment laws and rules must be adhered to.

(15) Students shall receive safety education as it relates to their jobs.

(16) Student-trainees may not replace regular workers.

(17) General education subjects must be related to and are integral parts of the cooperative vocational programs.

(18) Sponsor development should be instigated in a program of training.

(19) Students with special needs. Programs directed at students who cannot be successful in the above cooperative education programs may include one or more of the following standards:

(a) Extensive counseling and other pupil personnel services are provided.

(b) Additional unique methods are used to develop self-esteem and motivation such as role models, field interviews, etc.

(c) A special sponsor development program is provided for the on-the-job sponsor.

(d) Exceptions to cooperative standards may be made for experimental programs by prior approval of the state educational agency.

9.21 Purpose

Each cooperative education program approved by the State Board will meet the following definition:

"Cooperative vocational education program" means a cooperative work-study program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction, by the alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time fulfilling the cooperative vocational education work-study program.

Furthermore, each cooperative program will be administered by a local educational agency with the participation of public or private employers providing on-the-job training opportunities that may not otherwise be available to persons who can benefit from such program.

9.22 On-the-job Training Standards

The cooperative program will provide on-the-job training that is related to existing career opportunities which lead to promotion and advancement.

The on-the-job training shall not displace other workers. Student-learners will be employed in confermance with federal, state, and local laws and regulations in a manner preventing exploitation of the student-learner, and a project description shall be on file with the State Department of Public Instruction or the State Board.

HEALTH OCCUPATIONS EDUCATION PROGRAM

Student Evaluation Report

Student _____ Date _____

Agency _____

Evaluation by _____ Position _____

Department _____

DIRECTIONS: Please mark each of the eight main grading areas, if applicable.

Please check only those subheadings in which the student needs improvement.

	Above Average	Average	Below Average
1. APPEARANCE a) Grooming _____ b) Dress _____	☐	☐	☐
2. ATTITUDE a) Toward this experience _____ b) Receptivity to learning opportunities _____ c) Readiness to assume responsibilities for involvement in this experience _____	☐	☐	☐
3. COMMUNICATIONS a) Written _____ b) Oral _____	☐	☐	☐
4. DEPENDABILITY a) Punctuality and attendance _____ b) Completion of assigned tasks _____	☐	☐	☐
5. HUMAN RELATIONS a) With patients/clients _____ b) With staff members _____ c) With employer and/or supervisor _____	☐	☐	☐
6. JOB KNOWLEDGE a) Policies of the health care facility _____ b) Limited of patient care/interaction due to student status _____	☐	☐	☐
7. WORKMANSHIP a) Thoroughness _____ b) Accurate and careful _____	☐	☐	☐
8. OVERALL RATING	☐ 60	☐	☐

CONTINUED OBSERVATION/VOLUNTEER/TRAINING EXPERIENCE OF STUDENT WITH THIS AGENCY IS:

RECOMMENDED ☐ IS NOT RECOMMENDED ☐

Comments and Questions

_____

_____

_____

_____

_____

_____ _____
Director's Signature Date

_____ _____
Student's Signature Date

_____ _____
Coordinator's Signature Date

STUDENT APPRAISAL OF TEACHING

COURSE TITLE _____ DATE _____

INSTRUCTOR _____

Thoughtful student reaction can help improve teaching effectiveness. Your assistance is appreciated. DO NOT SIGN YOUR NAME.

DIRECTIONS: Rate each item, giving the highest number for the best rating. Place in the blank space before each statement the number that expresses your view. PLEASE FEEL FREE TO COMMENT ON EACH STATEMENT.

Highest 5 4 *Average* 3 2 *Lowest* 1

____ 1. Course goals and grading procedures made clear.

____ 2. Stated course goals satisfied.

____ 3. Class presentations planned and organized.

____ 4. Instructor uses teaching aids effectively. (Such as textbooks, handouts, transparencies, films, displays)

____ 5. Important ideas clearly explained.

____ 6. Instructor's knowledge of the subject.

____ 7. Instructor encourages you to learn more about the subject.

____ 8. Instructor is helpful and concerned about whether you learn.

____ 9. Instructor encourages student involvement in the class activities.

____10. Instructor listens to and considers viewpoints different than his own.

____11. Instructor discusses and assists you with problems relating to your career.

____12. Your performance measured fairly.

____13. Instructor informs you of your progress.

____14. What did you especially like about the course?

____15. What suggestions for improvement do you have for the course?

STUDENT HEALTH CAREER EVALUATION

1. What was your opinion of the course in general --

   A. Classroom and lecture (large group)

   B. Field study (small group)

2. What improvements can be made -- be specific?

3. Has this course been a help as to your decision for a career? Why or why not?

   Yes ☐
   No ☐

4. Rate the following statements. (Put x on appropriate blank)	*Very Good* 1	*Good* 2	*Average* 3	*Poor* 4	*Very Poor* 5
A. The large group lectures	___	___	___	___	___
B. Requirements made of students (student panels - evaluation, etc.)	___	___	___	___	___
C. Field trips	___	___	___	___	___
D. Material and careers covered during the course	___	___	___	___	___
E. Individual conferences	___	___	___	___	___

Appendix I

WISCONSIN HEALTH SYSTEMS AGENCIES AND AREAWIDE COMPREHENSIVE HEALTH PLANNING AGENCIES AS OF MAY 1976

(listed by district and serving the counties of)

District #1	HEALTH PLANNING COUNCIL, INC. (HPC) 310 Price Place Madison, Wisconsin 53705	Elizabeth Miller, President Paul Fleer, Executive Director Telephone: 608/238-2641	Columbia, Dane, Dodge, Grant, Green, Iowa, Jefferson, LaFayette, Richland, Rock, and Sauk
District #2	SOUTHEASTERN WISCONSIN HEALTH SYSTEMS AGENCY, INC. (SEWHSA) 735 North 5th Street Milwaukee, Wisconsin 53203	Walter Rattan, M.D., President Russell Julian, Executive Director Telephone: 414/271-9788	Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, and Waukesha
District #3	LAKE WINNEBAGO AREA HELATH SYSTEMS AGENCY, INC. (LWAHSA) 404 North Main, Room 140 Oshkosh, Wisconsin 54901	Dolores Ecker, President Jerry Alexander, Acting Proj. Dir. Telephone: 414/231-2907	Calumet, Fond du Lac, Green Lake, Marquette, Outagamie, Waupaca, Waushara, and Winnebago
District #4	NORTHEASTERN WISCONSIN HEALTH SYSTEMS AGENCY, INC. (NEWHSA) Rice Building, 828 Cherry Street Green Bay, Wisconsin 54301	Orville Austad, President Donald Tomashek, Coordinator Telephone: 414/432-5284	Brown, Door, Kewaunee, Manitowoc, Marinette, Menominee, Oconto, Shawano, and Sheboygan
District #5	WESTERN WISCONSIN HEALTH PLANNING ORGANIZATION, INC. (WWHPO) 1707 Main Street La Crosse, Wisconsin 54601	Harold Ristow, President Eugene Molitor, Executive Director Telephone: 608/782-4310	Barron, Buffalo, Chippewa, Clark, Crawford, Dunn, Eau Claire, Jackson, La Crosse, Monroe, Pepin, Pierce, Polk, Rusk, St. Croix, Trempealeau, and Vernon
District #6	NORTH CENTRAL AREA HELATH PLANNING ASSOCIATION, INC. (NCAHPA) 811 North First Avenue, Room 27 Wausau, Wisconsin 54401	Eugene Arnett, President George Snyder, Executive Director Telephone: 715/845-3107	Adams, Florence, Forest, Juneau, Langlade, Lincoln, Marathon, Oneida, Portage, Taylor, Vilas, and Wood
District #7	NORTHWEST AREAWIDE COMPREHENSIVE HEALTH PLANNING ORGANIZATION, INC. (NACHPO) P. O. Box 368 201 Iowa Avenue Hayward, Wisconsin 54843	Harris Mahan, President Richard Janishewski, Exec. Dir. Telephone: 715/634-4897	Ashland, Bayfield, Burnett, Douglas, Iron, Price, Sawyer, and Washburn

*Designated HSA under P.L. 93-641

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Audio-Visual Materials----------73

Professional Associations and Organizations-----78

Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, MA 02210
Instructor's Resource and Methods Handbook for Health Education
by Phyllis Ensor and Richard K. Means

American Association of Colleges of Pharmacy, 8121 Georgia Avenue, Silver Spring, MD 20910
Shall I Study Pharmacy?

American Association of Dental Schools, 1625 Massachusetts Avenue, N.W., Washington, DC 20039
Admission Requirements of American Dental Schools $4.00

American Chirporactic Association, Department of Education, 2200 Grand Avenue, Des Moines, IA 50312
Planning a Career in Chiropractice

American College of Hospital Administrators, 840 North Lake Shore Drive, Chicago, IL 60611
Your Career in Hospital Administration

American Hospital Association, 840 North Lake Shore Drive, Chicago, IL 60611
Classification of Health Care Institutions

American Medical Association, 535 North Dearborn Street, Chicago, IL 60610
Family Health, pamphlets of health occupations
Horizons Unlimited, 8th ed., 1970, (handbook describing rewarding careers)
Nostrums and Quackery
The Wonderful Human Machine, 1971

American Medical Technologists, 710 Higgins Road, Park Ridge, IL 60068
Answers to Your Questions About an Exciting Career in Medical Technology

American Nurses Association, 2420 Pershing Road, Kansas City, MO 64108
The American Nurse (official newspaper of the American Nurses Association)

American Occupational Therapy Association, Inc., 6000 Executive Blvd., Rockville, MD 20852
Occupational Therapy Handbook

American Optometry Association, 7000 Chippewa, St. Louis, MO 63119
What is an Optometrist?
Optometry Today: The Vision Care Profession
In Sight (minority recruitment)

American Osteopathic Association, 212 E. Ohio Street, Chicago, IL 60611
Journal of American Osteopathic Association
Annual Supplement - Osteopathic Undergraduate Education
Fact Sheet and Newsbriefs
The Profession of Osteopathic Medicine

American Physical Therapy Association, 1156 15th Street, N.W., Washington, DC 20005
Careers in Physical Therapy

American Podiatry Association, 20 Chevy Chase Circle, N.W., Washington, DC 20015
Podiatry Education

American Society of Radiologic Technologists, 645 N. Michigan Avenue, Room 620, Chicago, IL 60611
Careers in X-Ray Technology

American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, DC 20014
Speech Pathology and Audiology Career Information

American Technical Society, Chicago, IL 60637
Cluster Concept in Vocational Education, Donald Maley $6.50

Animal and Plant Health Inspection Service, U.S. Department of Agriculture, Washington, DC
Careers for Veterinarians

ARRT, 2600 Wayzata Blvd., Minneapolis, MN 55405
The Challenge... Radiologic Technology
The Future...Yours

Association of American Medical Colleges, I Dupont Circle, N.W., Washington, DC 20036
Medical School Admissions Requirements, USA and Canada $4.00
AAMC Curriculum Directory $5.00
The Advisor, a Newsletter

Association of Schools of Allied Health Professions, 1 Dupont Circle, Suite 300, Washington, DC 20036
Allied Health Trends, Newsletter

Association Press, 291 Broadway, New York, NY 10007
Introduction to Group Dynamics, Malcom Knowles, revision 1972 $4.95

Bobbs-Merrill Company, Inc., Education Division, 4300 West 62nd Street, Indianapolis, IN 46206
Life Careers

C. V. Mosby Co., 3207 Washington Blvd., St. Louis, MO
A Textbook for Medical Assistants, Murray Lawton and Donald F. Foy, 1967 $8.95
Medical-Surgical Nursing, Kathleen Newton Shafer, 5th edition

Channing L. Bete Co., Inc., 45 Federal Street, Greenfield, MA 01301
Education and Employment Opportunities in the Health Occupations 25¢
Health Career Pamphlets
How to Understand Yourself and Others, (pamphlet)
The A, B, C's of Occupational Theraphy 25¢
The A, B, C's of Physical Theraphy 25¢
Your Attitude and You, (pamphlet)
What Everyone Should Know About RN's

Consumers Research, Inc., Washington, NJ 07882
Consumers Bulletin (monthly)

Consumers Union Inc., 256 Washington, Mount Vernon, NY 10850
Consumer Reports (monthly)
The Medicine Show, 1970

Council on Medical Education, American Medical Education, 535 N Dearborn Street, Chicago, IL 60610
Medical Education in the U.S. 1974-1975 (reprinted from Education No. of the Journal of the American Medical Association)

Crechton, Miehail, New York, NY
The Hospital Explained, Alfred A. Knof, 1970

D. P. Dutton and Co., Inc., Arthur Freese, 201 Park Avenue South, New York, NY 10003
Careers and Opportunities in the Medical Sciences $5.95

Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017
How to Talk With Practically Anybody About Practically Anything, Barbara Walters $1.50

Delmare Publishing Co., Inc., Mountainview Avenue, Albany, NY 12205
Health Assistant, E. Caldwell and R. Hegner, 1969
Understanding Human Behavior, Mary Elizabeth Milliken
Emotional Adjustment to Illness, Karen A. Noonan, 1975

Department of Biology, Queens College of the City University of NY, Professor Daniel Marien, Flushing, NY 11367
Counseling Guide on Foreign Medical Schools

Department of Mortuary Science, 114 Vincent Hall, University of Minnesota, Minneapolis, MN 55455
Funeral Service, A Heritage, A Challenge, A Future

Division of Education Measurements, Council of Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611
Dentistry - A Changing Profession
Annual Report, Dental Education

Division of Education Services, American Dental Hygienists Association, 211 East Chicago Avenue, Chicago, IL 60611
Careers in Dental Hygiene

Division of Nurses, The State of Wisconsin Department of Regulations and Licensing, Washington Square, 1400 E Washington, Madison, WI 53702
The Interpreter

Division of Vocational Education and Community Colleges, State Department of Education, Montgomery, AL
Veterinary Aide

ERIC, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210
Occupations in Health

F. A. Davis Company, 1915 Arch Street, Philadelphia, PA 19103
Taber Medical Dictionary

Family Health, 1255 Portland Place, Boulder, CO 80302

GHP Publications, P. O. Box 926, Encinatas, CA 92024
Journal of Emergency Services, "Emergency Product News"

Grafton Publications, 331 Madison Avenue, New York, NY 10017
Addiction and Drug Abuse Report

Grand Council of Kappa Epsilon, North Dakota State University, Fargo, ND 58102
She Is a Pharmacist

Grove Press Inc., 196 W Huston Street, New York, NY 12014
The Games People Play, Bernes ($1.95 paperback, $6.50 hard cover)

Harcourt, Brace, and World, Inc., New York, NY
Health: Man in a Changing Environment, B. Kogan, 1970

Harper, Rowe Publishers, New York, NY
I'm OK---You're OK, Thomas A. Harris, M.D.

Health Careers Program, P. O. Box 289, Madison, WI 53701

Health Manpower Development Corp., 1990 M Street, N.W., Suite 300, Washington, DC 20036
The Professions and Technicians of Health (very brief job description of 45 health occupations, enrollment prerequisites, minimum program length, degree/credentials and salary)

Heritage Series, Alpha Kappa Alpha Soronity, 5211 S. Greenwood Avenue, Chicago, IL
Women in Medicine, Denistry, etc.,

Holt, Rinehart, and Winston, Inc., New York, NY
Encounters with The Self, Don E. Hamachek

Hospital Resources and Educational Trust, 840 N Lake Shore Drive, Chicago, IL 60611
Training the Nursing Aide

Instructional Materials, Trade and Industrial Education, P. O. Box 2847, University, AL 35486
Health Occupations Student Manuals (Send for their catalogs)

Clinical Laboratory Assistant, 1974, file no. 309	$2.25
Dental Assistant, 1975, file no. 314	$2.25
Medical Office Assistant, 1975, file no. 1251	$2.25
Mortician, 1970, file no. 325-R	$2.25
Nurse's Aide, 1975, file no. 319	$2.25
Veterinary Assistant, 1974, file no. 1690	$2.25

Instructional Materials Center, The University of Texas at Austin, Austin, TX 78712
Dental Assistant
Medical Laboratory Aide
Nurse Aide
Optician
Physical Therapy Aide
X-Ray Technology

J. B. Lippincott Company, Philadelphia, PA
The Human Body in Health and Disease, Memmler and Rada

J. G. Ferguson Publishing Co., 6N Michigan, Chicago, IL 60602
Career Opportunities for Health Technicians
Health Technician

Life Science Library, New York, NY
The Physician, Russell V. Lee and Sarah Emirl, 1967

M. Evans and Co., Inc., 216 East 49th Street, New York, NY 10017
Body Language, Juluis Fast $5.95, hard cover (paperback may be purchased from Pocket Book, Inc., 630 Fifth Avenue, New York, NY 10020, $1.75)

Madison Church Supply, 312 W Mifflin Street, Madison, WI 53703
Living Wi[illegible] Myself - and Others, Dennis Siebert (short animated booklet)

McGraw-Hill Book Company, St. Louis, MO
Your Career in Health Care, 1976
Hospital Topics Training of Technicians, November, 1970
Emergency Medical Guide, 3rd ed., John Henderson, M.D.

Medica Press, 1231 Industrial Bank Bldg., Providence, RI 02903
The Regan Report on Nursing Law

Minnesota Association of Distributive Education, State Supervisor, 550 Cedar Street, St. Paul, MN 55101
Training Plans 75$

Minnesota Department of Employment Services, Career Information Unit, 390 N Robert Street, St. Paul, MN 55101
An Occupational Guide for Licensed Practical Nurse
An Occupational Guide for Medical Laboratory Employment
An Occupational Guide for Occupational Therapy Employment
An Occupational Guide for Optical Employment
An Occupational Guide for Physical Therapy Employment
An Occupational Guide for Radiologic Technologist
An Occupational Guide for Registered Nurse
An Occupational Guide for Respiratory Therapy Employment
(Topics: nature of work, working conditions, where employed, entry requirements, and training, advancement opportunities, employment outlook, pay and hours, additional information.)

Minnesota Health Careers Council, B-153, 2414 Seventh Street South, Minneapolis, MN 55406
Brochures on:
Dietitian, Nutritionist, Food Service Director
Health Care Administrator
Inhalation Therapy
Medical Technologist, Laboratory Assistant
Medical Records Librarian, Medical Records Technician
Medical Secretary, Unit Manager, Service Coordinator
Registered Nurse, Licensed Practical Nurse
Nurses' Aide, Orderly, Surgical Technician, Physchiatric Technician
Schools of Nursing in Minnesota
Occupational Therapist, Occupational Therapy Assistant
Pharmacist
Physical Therapist, Assistant Physical Therapist, Physical Therapy Aide
Physician
Radiologic Technician
Speech Pathologist, Audiologist

Minnesota Nurses Association, Baccalaureate Career Mobility in Minnesota, 1821 University Avenue, St. Paul, MN 55104
A Director of Baccalaureate Nursing Programs in Minnesota DHEW (NIH) 72-4347

National Association for Mental Health, 1800 North Kent Street, Rosslyn, VA 22209
Free materials

National Association for Music Therapy, Inc., P. O. Box 610, Lawrence, KS 66044
A Career in Music Therapy

National Funeral Directors Association, 135 W Wells Street, Milwaukee, WI 53203
Funeral Service

National League for Nursing, 10 Columbus Circle, New York, NY 10019
Do You Want to be a Nurse? (Pub. No. 40-H, 35¢)
Associate Degree Education for Nursing (23-1309, 35¢)
College Education, Key to a Professional Career in Nursing (Pub. No. 15-1311, 35¢)
Education for Nursing--the Diplomatic Way (Pub. No. 16-1314, 35¢)
Husband/Father/Humanitarian/Specialist/Nurse (Pub. No. 41-U, 35¢)
Masters Education Route to Opportunities in Modern Nursing (Pub. No. 15-1312, 35¢)

Occupational Safety and Health Administration, 2934 Fish Hatchery Road, Madison, WI 53713
Safe Work Practice Series
#2200
#2000

Office of the Dean of Veterinary Medicine, 256 Veterinary Science Building, University of Minnesota, St. Paul, MN 55455
A Future in Veterinary Medicine

Prentice Hall, Inc., Englewood Cliffs, NJ
Making Health Decisions

Readers Digest, Pleasantville, NY 10570
I Am Joe's.... (Series)

Registry of Medical Technologists, P. O. Box 4872, Chicago, IL 66680
The Human Cell and the Cytotechnologist
What Kind of Career Could I Have in a Medical Laboratory

Science Research Associates, Inc., Guidance Series Booklet, 259 East Erie Street, Chicago, IL
You and Your Abilities, John and Katherine Byrni
Understanding Yourself, William P. Meninger

State of Illinois Board of Vocational Education and Rehavilitation, Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield IL 62706
Safety Guide for Health Occupations Program

Technical Education Research Center/N.E., 44 Brattle Street, Cambridge, MA 02138
A Description of the Biomedical Equipment Technician's Day 35¢

The Foreign Medical School, Charles R. Modica, Director, Information Center
One East Main Street, Bay Shore, NY 11706
1971 Foreign Medical School Catalogue

Train Aid, 229 N Central Avenue, Glendale, CA 91203
Medical Terminology and Abbreviations

United States Department of Health, Education, and Welfare, Public Health Service, Center for Disease Control, Atlanta, GA 30333
Morbidity and Mortality Weekly Report

United States Department of Labor, Bureau of Employment Security, U. S. Government Printing Office, Washington, DC 20402
Health Careers Guidebook $1.50

United States Government Printing Office, Superintendent of Documents
Washington, DC 20402
Vocational Education State Instructional Materials for Health Occupations Education
Health Resources Statistics (National Center for Health Statistics)

University of California - Los Angeles, Division of Vocational Education, Allied Health Profession Project, 123 Moore Hall, Los Angeles, CA 90024
Pilot/Demonstration Project $15.00

University of California - Los Angeles, Division of Vocational Education, Lost Angeles, CA 90024
Clinical Instructor Training Manual, Miles H. Anderson, Rev. 1970

University of Minnesota, Health Science Student, Personnel Office, 153 Frontier Hall, Minneapolis, MN 55456
Minnesota Health Training Programs

University of Minnesota, School of Public Health, Minneapolis, MN 55455
Environment, Radiation Man Institutional Environmental Health

Vocational, Technical and Adult Education Districts in Wisconsin
VTAE Bulletins

Blackhawk VTAE District
Route 3, Prairie Road
Janesville, WI 53545

Fox Valley VTAE District
1825 N Bluemound Drive
P. O. Box 2277
Appleton, WI 54911

Gateway VTAE District
3520 - 30th Avenue
Kenosha, WI 53140

Lakeshore VTAE District
1290 North Avenue
Cleveland, WI 53015

Mid-State VTAE District
500 - 32nd Street North
Wisconsin Rapids, WI 54494

Milwaukee Area VTAE District
1015 North Sixth Street
Milwaukee, WI 53203

Moraine Park VTAE District
235 North National Avenue
Fond du Lac, WI 54935

Nicolet VTAE District
P. O. Box 518
Rhinelander, WI 54501

North Central VTAE District
1000 Schofield Avenue
Wausau, WI 54401

Northeast Wisconsin VTAE District
2740 West Mason Street
Green Bay, WI 54303

Southwest Wisconsin VTAE District
Bronson Boulevard
Fennimore, WI 53809

VTAE District One
620 West Clairemont Avenue
Eau Claire, WI 54701

VTAE District 4
211 North Carroll Street
Madison, WI 53703

Waukesha County VTAE District
800 Main Street
Pewaukee, WI 53072

Western Wisconsin VTAE District
6th and Vine Streets
La Crosse, WI 54601

Wisconsin Indianhead VTAE District
P. O. Box B
Shell Lake, WI 54871

W. B. Saunders, Co., West Washington Square, Philadelphia, PA 19105
Nursing Skills for Allied Health Services, Lucille Wood, 1972 ed.

Wisconsin Department of Health and Social Services, 1 West Wilson Street, Madison, WI 53702
Wisconsin Administrative Codes
H-24 Nursing Homes
H-32 General and Special Hospitals

Wisconsin Department of Labor, Industry, and Human Relations, 201 East Washington Avenue, Madison, WI 53702
Request state laws and administrative codes pertaining to occupational safety.

Wisconsin Health Careers Program, P. O. Box 289, Madison, WI 53701
Health Careers Fact Sheets

Wisconsin Heart Association, 205 West Highland Avenue, Milwaukee, WI 53203
Basic Cardio-Pulmonary Resuscitation Course

Wisconsin Hospitals Association, 5721 Odana Road, Madison, WI 53711
Health Careers

Wm. C. Brown Company Publishers, Dubuque, IA 52001
Health - The Science of Human Adaptation, Carrollm Miller, Nash
Civil Defense and First Aid World Book

World Health Organization, 1015 18th Street, N.W., Washington, DC 20036
World Directory of Medical Schools (3rd edition, 1963-1967)
Pub. - World Health Organization, Geneva $9.00
1967 Supplement from American Public Health Association $1.00

American Association of Dental Schools, 211 East Chicago Ave., Chicago, IL 60611, c/o Dental Education
A Bright Future
The Challenge of Dentistry
Your Magic Step to Career Opportunity, Gives information about admission requirements, costs, and rewards of a dental education, 6½ minutes.

American Medical Association, 535 North Dearborn Street, Chicago, Il 60610
Horizons Unlimited
Seven for Susie

American Osteopathic Association, Order Dept., 212 East Ohio St., Chicago, IL 60611
You Be the Doctor, Explains the difference between a Doctor of Osteopathy and a Doctor of Medicine, 16 minutes

Argus Communications, 7440 Natchez Avenue, Niles, IL 60648
Why Am I Afraid to Tell You Who I Am? (2 filmstrips/cassettes)

Association - Sterling Films, 866 Third Avenue, New York, NY 10022
Breaking the Sound Barrier, Deals with the causes and effects of hearing and speech disorders and how professionals deal with these problems, 28 minutes
Podiatry: Opportunity and Challenge, Provides information about the work of the podiatrist and the education needed to enter this profession, 14 minutes

AUPHA Screenscope, 3518 P Street N.W., Washington, DC 20007
The Fixing Business, Shows the importance of a hospital administrator as an agent of change in the health care system, 14 minutes

AU-VID, P. O. Box 964, Garden Grove, CA 92642
UNGAME: Tell It Like It Is
Medical Terminology, cassette
VIPS (Very Important Patients Speak)

Beltone Electronic's Corp., 4201 W Victorea, Chicago, IL 60646
Have a lecture, film, and hearing test available from Beltone Hearing Aid Co.

Career Aids, Inc., 5024 Lankerskin Blvd., North Hollywood, CA 91601
Basic Medical Terminology

Coronet Films, 65 East South Water Street, Chicago, IL 60601
Films for each body system

Counselor Films, Philadelphia, PA
Is a Career In the Health Services For You

Crossroads Rehabilitation Center, 3242 Sutherland Avenue, Indianapolis, IN 46205
Crossroads of Learning, Depicts the roles of the physical and occupational therapists, psychologists and special education teachers in helping children overcome their handicaps, 12 minutes

Department of Health and Social Services, Division of Health, P. O. Box 309, Madison, WI 53701

Partnership for Health, P 39, Explains what Comprehensive Health Planning is, its needs, concerns, and roles it plays in the health services at the community level. High school thru adult, (1971) 33 minutes

Dr. James O'Hanson, Continuing Education Director, College of Veterinary Medicine, 373-1154

The Covenant, Explains the variety of careers in Veterinary Medicine and the importance of the work.

Easter Seals Society of Wisconsin, 21 East Gorham Street, Madison, WI 53703

Eli Lilly and Company, Audio-Visual Film, P. O. Box 618, Indianapolis, IN 46206

Day of Judgment, Depicts five human relations situations involving a pharmacist and his customers, 24 minutes

Eye Gate Media, 146-01 Archer Avenue, Jamaica, NY 11435 (Regional address: Ralph Bose, 2832 Minnesota Avenue, Stevens Point, WI 54481)

Hosptial Job Opportunities
Careers in Physical Therapy
Health Careers
Careers in Veterinary Medicine
Nursing Careers

GAF Corporation, X-Ray Marketing, 140 West 51st St., New York, NY 10020

More Than a Job, Describes several careers in the field of radiology and outlines the training necessary to enter those careers, 27 minutes.

McGraw-Hill Book Co., Inc., Text Film Department, 330 West 42nd Street, New York, NY 10036

The Wild Cell (Film-cancer)

Medical Opportunities Program, 845 South Damen Ave., Room 1118, Chicago, IL 60612

No. 1 Forum on Black Health, Black health professionals tell how they got into their fields. For High School. 20 minutes

No. 2 Forum on Black Health, Two black MDs - the crisis in health care for their people. For college. 30 minutes

Minnesota Department of Health, Section of Public Health Education, 717 Delaware Street SE, Minneapolis, MN 55440

The Dental Assistant: A Career of Service, The work and training of the dental assistant is discussed in this film. It explains what the assistant does, how and where training is received, and what the future holds for a person choosing this profession. 13½ minutes - color - sh - USPHS/DFL-61

Engineering Your Health, Problems associated with atmospheric pollution, water resources and pollution, radiological health, and modern food technology illustrate the challenge of public health careers for engineers. 13½ minutes - color - sh-ad - USPHS-59

Minnesota Department of Health (cont')

Horizons Unlimited, Stressing the varied careers within the medical field, this film dwells on lesser known professionals such as medical social workers, prosthetists, inhalation therapists, and cytotechnologists. Each professional is shown in his actual job setting, coping with day-to-day problems he is trained to solve. 28 minutes - color - jh-sh-c-t-pa - AMA-69

Medical Technology, A recruitment film that shows what a medical technologist is and does. 15 minutes - color - sh - UMIN-53

New Day in Dentistry, A, This film portrays a day spent in a dental office. A useful film for encouraging students to begin a dental career. 13 minutes - b&w - sh - USPHS-61

Public Health Nurse and the Mentally Retarded Child, The, Depicting the aid that a public health nurse can provide to parents with retarded children, the film documents a typical case - detection of the abnormal condition and marshalling of community facilities to provide help. 24 minutes - color - ad-pr - UOKL/IFB-60

So You Want to be a Nurse, Examines some qualities necessary to become an RN, describes types of programs available, illustrates many opportunities existing. Directed toward both boys and girls. 35 mm filmstrip and record - 12 minutes

Health Careers Set: Four (4) units:

a. An introduction to 23 paramedical occupations, narrated by a "candy striper."
b. Description of 7 occupations requiring 6 weeks to 1 year of training (LPN, Surgical Technician, Inhalation Therapist, and others). Narrated by male.
c. Six occupations requiring 2 to 3 years of training (X-ray Technologist, Medical Assistant, others).
d. Introduces 6 careers in therapy and rehabilitation.

35 mm filmstrip and record

Modern Talking Picture Service, Inc., 9129 Lyndale Ave. S., Minneapolis, MN 55420

A Right to Health, Gives an overview of the OEO neighborhood health centers and examines the concept of community medicine. A number of minority health professionals and paraprofessionals are shown at work. 29 minutes

What About Tomorrow? A film about black students in dentistry, 28 minutes

A Matter of Opportunity

Not as a Privilege

The ODs: Vision Care Specialists

Code Blue: A film designed to recruit minority students into careers in medicine and allied health professions. 28 minutes

National Association of Speech, Film Dept., 919 18th St. N.W., Washington, DC 20006

Member of the Team, Shows audiologists and speech pathologists working with various patients. 20 minutes

National Committee for Careers in Medical Technology, 9650 Rockville Pike, Bethesda, MD 20014

In a Medical Laboratory, Covers the occupations of pathologist, medical technologist, cytotechnologist, histologic technician and laboratory assistant. 28 minutes

National Easter Seal Society, Careers on Rehabilitation, 2023 West Ogden Ave., Chicago, IL 60612

Seven for Susie, Shows members of a rehabilitation team helping a crippled girl. 14 minutes

National Medical Audiovisual Center, Section K, Atlanta, GA 30324

The Healers, Follows a cardiac patient at a hospital and focuses on the many different occupations involved in diagnosing his ailment. 28 minutes

Almost a Miracle, Presents an image of a public health nurse as seen by her patients. 26 minutes

Music Therapy Internship, Shows music therapy interns conducting a variety of activities with mentally retarded children. 20 minutes

Personal Development Associates, 2541 Myrtle Street, Madison, WI 53704

The Positive Mind

Schering Labs, Galloping Hill Road, Kenilworth, NJ 07033

The Involved Ones, Shows the different kinds of involvement of a number of nurses. 14 minutes

The Covenant, A film about Veterinary Medicine careers and schools, 29 minutes

Sunburst Communications, 39-41 Washington Avenue, Pleasantville, NY 10570

Living With Dying (Death filmstrip)

Personality: "Roles You Play" (2 filmstrips/cassettes)

Rites of Passage (People Skills Filmstrip)

State of Wisconsin Division of Health, Film Library, One West Wilson Street, Madison, WI 53702

Teach Em, 625 N Michigan Avenue, Chicago, IL 60611

What Nurses Should Know About Their Legal Rights and Liabilities (William A. Regan, J.D., 10 tapes cost $40.10)

Train Aid, 229 North Central Avenue, Glendale, CA 91203

Ethics and the Hospital (filmstrip)

Communicating Face to Face (filmstrip)

Basic Medical Asepsis

Communication Between Patient and Staff

Ethics and Nurses Aid

Trainx Corporation, P. O. Box 116, Garden Grove, CA 92642
A series of filmstrips and audio cassettes on Effective Communication for Health Skills (They have a free 30 day trial period; and a toll free number 800-854-2485)

University of Wisconsin-LaCrosse, 1706 State Street, LaCrosse, WI 54601
Dead is Dead, 21 min., color, 1973, No. 6 X 192

Westinghouse Learning Press, 100 Park Avenue, New York, NY 10017
Life on the Rocks (Alcohol Abuse)

Wexler, 801 N Seward, Los Angeles, CA 90038
Hospital Sepsis (film 16 mm)

Wisconsin Division of Health, Film Library, One West Wilson Street, Madison, WI 53702
¼ Million Teenagers (Veneral disease)
Where It Hurts

Wisconsin Heart Association, Film Library, 4429 West North Avenue, Milwaukee, WI 53208

PROFESSIONAL ASSOCIATIONS AND ORGANIZATIONS

Abbott Laboratories
14th and Sheridan Rd.
No. Chicago, IL. 60064

Accoustical Society of America
355 East 45th Street
New York, NY 10017

Adult Aducation Association of the U.S.A.
810 Eighteenth Street, NW
Washington, DC 20006

Aerospace Medical Association
Washington National Airport
Washington, DC 20001

Alexander Graham Bell Association of the Deaf, Inc.
The Volta Bureau
3417 Wolta Place, NW
Washington, DC 20007

Allery Foundation of America
801 Second Ave.
New York, NY 10017

Alliance for Engineering in Medicine and Biology
3900 Wisconsin Avenue, NW
Suite N-300
Washington, DC 20016

American Academy of Pediatrics
P. O. Box 1034
Evanston, IL 60204

American Academy of Physicians Associates
Duke University
Medical Center
Box 291A CNS
Durham, NC 27706

American Alliance for Health, Physical Education and Recreation
1201 - 16th Street, NW
Washington, DC 20036

American Art Therapy Association
3607 S. Braeswood Blvd.
Houston, TX 77025

American Art Therapy Association, Inc.
Box 829
Topeka, KS 66601

American Association for Health, Physical Education and Recreation
1201 Sixteenth Street, NW
Washington, DC 20036

American Association for Maternal and Infant Health
116 So. Michigan Ave.
Chicago, IL 60603

American Association for Respiratory Therapy
7411 Hines Place
Dallas, TX 75235

American Association for the Advancement of Science
1515 Massachusetts Ave. NW
Washington, DC 20005

American Association of Colleges of Pharmacy
8121 Georgia Avenue
Silver Spring, MD 20910

American Association of Colleges of Podiatric Medicine
20 Chevy Chase Circle, NW
Washington, DC 20015

American Association of Industrial Nurses
79 Madison Avenue
New York, NY 10016

American Association of Marriage Counselors
104 E. 40th St.
New York, NY 10016

American Association of Medical Assistants
One East Wacker Drive
Chicago, IL 60601

American Association of Medical Assistants, Inc.
One East Wacker Drive Suite 1510
Chicago, IL 60601

American Association of Nurse Anesthetics
111 East Walker Drive, Suite 929
Chicago, IL 60601

American Association Sex Educators and Counselors
815 15th St. NW
Washington, DC 20005

American Cancer Society
Central Los Angeles Unit
712 South Curson
Los Angeles, CA 90036

American Cancer Society, Inc.
319 E. 42nd St.
New York, NY 10017

American Chemical Society
Education Department
1155 - 16th Street, NW
Washington, DC 20036

American College of Nurse Midwives
50 East 92nd Street
New York, NY 10028

American College of Obstricians and Gynecologists
Resource Center
One East Wacker Drive, Suite 2700
Chicago, IL 60601

American Council on Pharmaeceutical Education, Inc.
77 West Washington Street
Chicago, IL 60602

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

American Diabetes Association, Inc.
One West 48th Street
New York, NY 10011

American Foundation for the Blind, Inc.
15 ..st 16th Street
New York, NY 10011

American Genetic Association
1507 M Street, NW
Washington, DC 20005

American Hearing Society
919 Eighteenth St., NW
Washington, DC 20006

American Institute of Biological Sciences
1401 Wilson Boulevard
Arlington, VA 22209

American Institute of Family Relations, Inc.
5287 Sunset Blvd.
Los Angeles, CA 90027

American Library Association
50 East Huron Street
Chicago, IL 60611

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

American Medical Record Association
875 North Michigan Ave., Suite 1850
Chicago, IL 60611

American Medical Technologists
710 Higgins Road
Park Ridge, IL 60068

American Medical Women's Association
1740 Broadway
New York, NY 10019

American National Council for Health Ed. of the Public
800 Second Ave.
New York, NY 10017

American National Red Cross
Office of Publications
17th and D Street, NW
Washington, DC 20006

American Nurses Association
2420 Pershing Road
Kansas City, MO 64108

The American Occupational Therapy Association
6000 Executive Boulevard
Rockville, MD 20852

American Optometric Association
7000 Chippewa Street
St. Louise, MO 63119

American Osteopathic Association
212 East Ohio Street
Chicago, IL 60611

American Pharmaceutical Association
2215 Constitution Ave., NW
Washington, DC 20037

American Physical Therapy Association
1156 - 15th Street, NW
Washington, DC 20005

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American Podiatry Association
20 Chevy Chase Circle, NW
Washington, DC 20015

American Psychoanalytic Association
1 East 57th St.
New York, NY 10022

American Psychological Association
1200 - 17th Street, NW
Washington, DC 20036

American Public Health Association
1740 Broadway
New York, NY 10019

American Registry of Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, MN 55405

American Schizophrenia Foundation
56 West 45th St.
New York, NY 10036

American School Food Service Association
P. O. Box 8811
Denver, CO 80210

American School Health Association
107 Deplyster Street, Box 416
Kent, OH 44240

American Social Health Association
1740 Broadway
New York, NY 10019

American Society for Medical Technology
5555 West Loop, Suite 200
Houston, TX 77401

American Society of Allied Health Professions
One Dupont Circle, NW
Washington,DC 20036

American Society of Clinical Pathologists
2100 W. Harrison Street
Chicago, IL 60612

American Society of Electroencephalographic Technologists
University of Iowa
Division of EEG and Neurophysiology
500 Newton Road
Iowa City, IA 52246

The American Society of Radiologic Technologists
645 North Michigan Ave.
Chicago, IL 60611

The American Society of Radiologic Technologists
1001 Connecticut Ave.
Washington, DC 60611

American Veterinary Medicine Association
600 South Michigan Avenue
Chicago, IL 60605

Arthritis Foundation
1212 Avenue of the Americas
New York, NY 10036

Association for Childhood Education International
1200 - 15th St., NW
Washington, DC 20005

Association for Family Living
32 West Randolph, Suite 1818
Chicago, IL 60601

Association for the Advancement of Medical Instrumentation (AAMI)
9650 Rockville Pike
Bethesda, MD 20014

Association of American Medical Colleges
American Medical College Application Service
1776 Massachusetts Ave., NW
Suite 301
Washington, DC 20036

Association of Operating Room Technicians, Inc.
1100 West Littleton Boulevard, Suite 201
Littleton, CO 80120

Blue Cross Association
840 North Lake Shore Drive
Chicago, IL 60611

Blue Cross of Southern California
4777 Sunset Boulevard
Los Angeles, CA 90027

California Association for Mental Health
901 H Street, Suite 212
Sacremento, CA

Child Study Association of America, Inc.
9 East 89th Street
New York, NY 10028

Childbirth Education Association
7 West 96th Street
New York, NY 10025

Ciba Pharmaceutical Products, Inc.
Summit, NY 07901

Cleveland Health Museum
8911 Euclid Avenue
Cleveland, OH 44106

Colgate-Palmolive Co.
200 Park Ave.
New York, NY 10022

Consumer's Union of U. S.
256 Washington St.
Mt. Vernon, NY 10553

Council for Exceptional Children
1411 Jefferson Davis Highway, Suite 900
Arlington, VA 22202

Council on Obortion Research and Education
342 Madison Avenue
New York, NY 10003

DEMCO
Demco Educational Corporation
P. O. Box 1488
Madison, WI 53701

The Dental Laboratory Conference
1918 Pine Street
Philadelphia, PA 19103

Epilepsy Foundation
1729 F Street
Washington, DC 20036

Family Service Association of America
44 East 23rd Street
New York, NY 10017

General Electric Company
Educational Relations Services
One River Road
Schenectady, NY 12305

International Association of Milk, Food and
Environmental Sanitarians
P. O. Box 437
Shelbyville, IN 46176

John Hancock Mutual Life Insurance Company
Health Education Service
200 Berkeley Street
Boston, MA 02117

Johnson and Johnson
501 George Street
New Brunswick, NY 08901

Joint Information Service of the American Psychiatric
Association and the National Association for Mental Health
1700 - 18th Street, NW
Washington, DC 20009

Maternity Center Association
48 East 92nd Street
New York, NY 10028

Medical Library Association
919 North Michigan Avenue, Suite 2023
Chicago, IL 60611

Muscular Dystrophy Association of America
1740 Broadway
New York, NY 10019

Music Teachers National Association
1831 Carew Tower
Cincinatti, OH 45202

Narcotics Anonymous
Box 2000
Lexington, KY 41001

National Association for Hearing Speech Action
814 Thayer Avenue
Silver Springs, MD 20910

National Association for Music Therapy
P. O. Box 610
Lawrence, KS 66044

National Association for Practical Nurse Education and Service, Inc.
122 East 42nd Street
New York, NY 10017

National Association of Food Chains
1725 Eye Street, NW
Washington, DC

National Association of Retail Druggists
1 East Wacker Driver
Chicago, IL 60601

National Association of Schools of Music
11250 Roger Bacon Drive, #05
Reston, VA 22090

National Association of Social Workers
Commission for Social Work Careers
Two Park Ave.
New York, NY 10016

National Board for Certification
3801 Mt. Vernon Avenue
Alexandria, VA 22305

National Clearinghouse for Drug Abuse Information
5454 Wisconsin Avenue
Chevy Chase, MD 20203

National Committee for Careers in the Medical Laboratory
9650 Rockville Pike
Bethesda, MD 20014

National Council of YMCA's
291 Broadway
New York, NY 10007

National Council on Aging
1828 L Street, NW
Washington, DC 20036

National Council on Alcoholism, Inc.
2 Park Avenue
New York, NY 10007

National Cystic Fibrosis Foundation
3379 Peachtree Road, NE
Atlantic, GA 30326

National Easter Seal Society for Crippled Children
and Adults
2023 West Edgen Avenue
Chicago, IL 60612

National Environmental Health Association
1600 Pennsylvania Avenue
Denver, CO 80203

National Epilepsy League, Inc.
203 N. Wabash Street
Chicago, IL 60601

National Federation of Licensed Practical Nurses
250 West 57th Street
New York, NY 10019

National Federation of Licensed Practical Nurses, Inc.
250 West 57th Street, Suite 323
New York, NY 10019

National Foundation
1275 Mamorneck Avenue
Post Office Box 2000
White Plains, NY 10602

National Foundation for Neuro-Muscular Diseases
250 West 57th Street
New York, NY 10019

National Funeral Director Association
135 West Wells Street
Milwaukee, WI 53203

National Health Council
1740 Broadway
New York, NY 10019

National Hemophilia Foundation
25 West 37th Street
New York, NY 10018

National Kidney Foundation
315 Park Avenue South
New York, NY 10022

National League for Nursing
10 Columbus Circle
New York, NY 10019

National Multiple Sclerosis Society
257 Park Avenue, South
New York, NY 10010

National Parkison Foundation, Inc.
135 East 44th Street
New York, NY 10017

National Public Relations Council of Health
and Welfare Services, Inc.
419 Park Avenue, South
New York, NY 10010

National Registry of Emergency Medical Technicians
1395 E. Dublin - Granville Road
P. O. Box 29233
Columbus, OH 43229

National Rehabilitation Association
1522K Street, NW
Washington, DC 20005

National Safety Council
425 No. Michigan Ave.
Chicago, IL 60611

National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, NY 10016

National Therapeutic Recreation Society
1601 North Kent Street
Arlington, Virginia 22209

Nutrition Foundation, Inc.
99 Park Ave.
New York, NY 10016

Occupational Therapy, Physical Therapy, Hospital
Librarian, Bacteroilogy, Serology, Biochemistry
Department of Medicine and Surgery
Veterans Administration
Washington, DC 20025

Orange Coast College
Career Development Center
2701 Fairview Road
Costa Mesa, CA 92626

Palmer College Chiropractice
1000 Brady Street
Davenport. IA

Presidents Committee on Mental Retardation
Washington, DC 20201

Ross Laboratories
625 Cleveland Ave.
Columbus, OH 43215

Society for Public Health Education
655 Sutter Street
San Francisco, CA 90410

Society of Nuclear Medical Technologists
1201 Waukegan Road.
Glenview, IL 60025

Southern California Veterniary Medical Association
8338 South Rosemead Boulevard
Pico Tivera, CA 90660

Tampax, Inc.
Educational Director
161 East 42nd Street
New York, NY 10017

U. S. Civil Service Commission
1900 E. Street, NW
Washington, DC 20415

U. S. Civil Service Commission
Los Angeles, CA Area Office
851 So. Broadway
Los Angeles, CA 90014

U. S. Department of Health, Education and Welfare
Public Health Services
ADAMHA-NIAA
National Clearinghouse for Alcohol Information
P. O. Box 2345
Rockville, MD 20852

U. S. Department of Health, Education and Welfare
Public Health Service
National Institute of Health
Building Federal, Room 408
Bethesda, MD 20014

U. S. Department of Health, Education and Welfare (HEW)
Washington, DC 20201

U. S. Department of Interior
Geographical Survey
Washington, DC 20242

U. S. Department of Justice
Federal Bureau of Investigation
Washington, DC 20535

U. S. Department of Labor
Bureau of Labor Statistics
Manpower Administration
Washington, DC 20010

U. S. Department of Labor
Bureau of Labor Statistics
450 Golden Gate Avenue
San Francisco, CA 94102

U. S. Department of Labor
Employment Standards Administration
Women's Bureau
Washington, DC 20210

University of California at Los Angeles
Division of Vocational Education
Allied Health Professions Projects
Los Angeles, CA 90024

University of California at San Francisco
School of Pharmacy
Office of Student Affairs
918 B Medical Sciences Building
San Francisco, CA 94122

The Upjohn Company
Employment Office
7000 Portage Road
Kalamazoo, MI 49001

Veteran's Administration
810 Vermont Avenue
Washington, DC 20420

Veteran's Administration
Forms and Publications Depot
2625 Sherlington Road
Arlington, VA 22206

Virginia Polytechnic Institute and State University
College of Agriculture and Life Science
Blacksburg, VA 24061

Women in Communications, Inc.
National Headquarters
8305 A Shoal Creek Boulevard
Austin, TX 78758

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